DOCUMENT RESUME

ED 176 724 IR 007 631

TITLE	Standards for Instructional Media Programs, 1977-1982.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO	WSDPI-Bull-9 4
PUB DATE	77
NOTE	20p.; For related document, see ED 101 673
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Audiovisual Centers; Elementary Secondary Education; *Instructional Materials Centers; Instructional Media; *Library Programs; Library Services; *Library Standards; Library Technicians; Media Specialists; Regional Planning; *Regional Programs; State Boards of Education

ABSTRACT

Intended to provide individual school district and building level instructional media personnel and school administrators with information for decision-making, these standards are concerned with the scope, direction, and financial support of instructional media programs. Component parts of a good instructional media program at the district and building level are identified, and specific directions for Wisconsin schools are detailed. Appendices include the objectives of the Bureau of School Library Media Programs, a table of Cooperative Educational Service Agencies (CESA) media services available, and a list of Regional Broadcast Instruction Councils in Wisconsin. (JFG)

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STANDARDS FOR INSTRUCTIONAL MEDIA PROGRAMS 1977-82

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

Bulletin No. 9174

IR007631

FOREWORD

Modern psychologists often point out that there are two problems related to learning. The first is the provision of new information or experiences. The second is the personal discovery of the meaning of that information or experience to the individual. The school instructional media program can meet the needs for new information by providing resources in a variety of formats. And, just as importantly, it can aid in the personal involvement of the individual with that information by allowing for the development of self-direction and responsibility.

The school instructional media program employs a multi-sensory approach to learning for students with varying backgrounds, abilities, needs, and interests. It is a fundamental part of the total process as it supports, extends, and enriches a continually evolving curriculum.

The State of Wisconsin accepts this philosophy and has adopted state statute 121.02(j) to assure that all students have access to an effective media program. The Department of Public Instruction administrative rule for 121.02(j) states as follows:

> *(j) "All students in grades K-6 shall be provided with library/media services performed by or under the supervision of Department certificated library and audiovisual personnel. All students in grades 7-12 shall be provided with library/media services performed by Department certificated library and audiovisual personnel. A Department certificated person in the library/media field shall be designated to provide direction and coordination for the district's library/media program. All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American Society. There shall be on file a written school board approved long-range plan for library services development formulated by students, teachers, library and audiovisual personnel, and administrators. This plan shall point the direction toward programs described in the current Standards for School Library/Media Programs published by the Department..."*

This publication provides the standards for instructional media programs referred to in the Department of Public Instruction Administrative Code for Standard j and replaces the *Standards for School Library/Media Programs 1972-75*. Through these standards, schools can determine where they are and plan strategies for improvement.

A special thanks is extended to the members of the Standards Task Force for their efforts in the development of this document. Without their valuable assistance, and the support of their districts, *Standards for Instructional Media Programs 1977-82* would not have been possible.

Barbara Thompson
State Superintendent of Public Instruction

STANDARDS FOR SCHOOL MEDIA PROGRAMS 1977-1982

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This document assumes the compliance by all schools and districts with the requirements of Standard j of Wisconsin State Law, Section 121.02

Section 121.02

Standard (j) *"IT (THE SCHOOL DISTRICT) SHALL PROVIDE ADEQUATE INSTRUCTIONAL MATERIALS, TEXTS AND LIBRARY SERVICES WHICH REFLECT THE CULTURAL DIVERSITY AND PLURALISTIC NATURE OF AMERICAN SOCIETY."*

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I. GENERAL PURPOSE

This document is intended to provide individual school district and building level instructional media personnel and school administrators with information necessary to make decisions concerning the scope, direction, and financial support of the instructional media program. Therefore, these standards identify the component parts of a good instructional media program at the district and building level and encourage development of those programs. It is designed to clarify the role of an instructional media program in the entire educational process rather than to consider the merits of a good program based only on numbers of books, filmstrips, projectors, and other instructional media.

Historically, the major element of instructional media standards has been a quantitative account of items within a school collection. The assumption has been that if a school had ten or fifteen books per pupil that it was meeting the "standard", thus providing a good program. It is the intent of this document to de-emphasize counting numbers of items and concentrate on the *activities* which should be taking place in a good instructional media program. It is the *people* in any program that make that program effective or ineffective, not the amount of equipment or the number of materials. It is the *utilization* of quality equipment and materials in meeting local curricula needs that makes the difference, not only the quantity. Today, accessibility and utilization of resources and services need to be emphasized.

In 1975, the American Library Association and the Association for Educational Communications and Technology published jointly *Media Programs: District and School*. "Media Programs: District and School *delineates guidelines and recommendations for media programs and resources essential for quality education. [That] publication focuses on qualitative goals, offering criteria for district and school media programs that make exemplary educational experiences available to children and youth. It describes programs designed to respond to both district and school objectives and reflects the vital interrelationships between those operations. The quantitative statements that are included provide corresponding standards for the staff, collections, and facilities that are required to implement the programs. All of the recommendations apply to public and parochial school systems and to independent schools. The guidelines are stated with recognition of alternative choices that may better serve individual program requirements.*"[1]

These standards endorse the concepts presented in *Media Programs: District and School* and recommend that all Wisconsin schools utilize the quantitative and qualitative measurements as they develop their own instructional media programs. While supporting the national guidelines, *Standards for Instructional Media Programs 1977-82* delineates specific direction for Wisconsin schools as they seek to provide effective instructional media services for *all* students.

II. DEFINITION OF TERMS

Instructional Development: the solution of instructional problems through the design and application of instructional systems and their components.

Instructional Media: instructional materials in print and other formats utilized by teachers and students in the teaching/learning process. Includes motion pictures, television, printed materials, and sound recordings.

Instructional Media Professional: any library or audio-visual certificated person who qualifies by training and position to make professional decisions and judgments and to delineate and maintain instructional media programs or program components.

Instructional Media Program: the activities and services provided for the students, teachers, administrators, and community by the instructional media center and its staff.

Instructional Media Specialist: a person with appropriate certification and broad professional preparation, both in education and media, with competencies to carry out a media program. The media specialist is the basic instructional media professional in the school media program.

Instructional (educational) Technology: the field involved in the facilitation of human learning through the systematic identification, development, organization and utilization of a full range of learning resources and through the management of these processes.

[1] *Media Programs: District and School* (Chicago: American Library Association; Washington, D.C.: Association for Educational Communications and Technology, 1975) p. 1.

III. THE INSTRUCTIONAL MEDIA PROGRAM: STATE LEVEL

The Bureau of School Library Media Programs, Division for Library Services, was reorganized in April, 1975, to provide improved planning and management of the effectiveness of instructional media programs in meeting users needs in all Wisconsin schools. This responsibility includes the three major functions of consultation, leadership, and supervision. Activities include providing consultation to school districts; assisting in the coordination of preservice and inservice education programs; implementing Chapter 121.02(j) of the Wisconsin state statutes; developing instructional media policies, standards, and plans; compiling and disseminating statistics; preparing publications, articles, and media presentations; developing a liaison between the DPI and the Regional Broadcast Instruction Councils; and providing leadership and direction for instructional media program development in Wisconsin schools. The complete list of broad objectives for each of these functions is found in Appendix A.

Bureau staff are also responsible for providing expertise in school media and educational technology required to implement the Elementary and Secondary Education Act (ESEA) Title IV. This includes working with school districts in the development of instructional media projects and in the review of projects submitted under Part B (basic allocation) and Part C (competitive) portions of ESEA title IV. Evaluation activities related to funded projects in the instructional media area are also the responsibility of Bureau staff.

Institutions of higher learning which have teacher preparation programs leading to certification have periodic program reviews by the Department of Public Instruction Bureau for Teacher Education. Where those institutions have preparation programs leading to certification in the instructional media field, Bureau staff participate in those program reviews to insure those preparation programs provide the necessary competencies to meet state certification requirements.

Bureau staff also work closely with the state professional school media associations including the Wisconsin School Library Media Association, a division of the Wisconsin Library Association, and the Wisconsin Audiovisual Association, to provide input into association activities. Membership and active involvement in the American Association of School Librarians, a division of the American Library Association and the Association of Educational Communications and Technology provide Bureau staff the opportunity to participate in national instructional media developments.

It is through these many activities that the Bureau of School Library Media Programs provides leadership in the development of quality instructional media programs. These activities assure continued efficient and effective use of local, state, and federal monies to provide the resources and services needed to meet the varied instructional needs of all students.

IV. INSTRUCTIONAL MEDIA PROGRAM: REGIONAL LEVEL

There are nineteen regional Cooperative Educational Service Agencies (CESA) in Wisconsin. Established in 1965 by state statute, each agency is charged with the responsibility of developing and providing educational services to the school districts within its boundaries based upon the requests and needs of those districts.

Cooperative instructional media programs are being offered by many of the CESAs. Audiovisual equipment repair service, 16mm film and videotape libraries, instructional materials, cooperative purchasing of AV equipment and lamps, delivery services, and cassette duplication are but a few of those services. For a list of school media services provided by CESAs at the time of publication of this document, see Appendix B.

Participation in CESA media services by individual districts is usually dependent upon the educational needs of that district. In many instances, it is cost effective for the district to utilize a CESA service, thus allowing, through a cooperative effort, for more service for their money. In developing an effective district or building media program it may be beneficial for the district to consider the CESA as a way to provide them with selective media services. The coordinator of each CESA has information on the types of media services available. Consult the Wisconsin Public School Directory, available from the DPI publications office, for a complete listing of all CESAs.

There are seven Regional Broadcast Instruction Councils (RBIC) in Wisconsin. Each RBIC has as its main purpose the effective utilization of the instructional programs available from the educational radio and television network. This includes providing information on program schedules, teacher manuals, conducting inservice programs, consultation services, and other services. Districts requiring information on the effective use of broadcast instruction via state network radio and

television should contact the council serving their educational television station. Appendix C provides information on the location of each RBIC.

The University of Wisconsin System has thirteen universities and fourteen two-year centers, each with a library, which will provide consultant/reference services to schools and other public institutions. UW-Extension also operates two extensive telephone communications systems called ETN (Educational Telephone Network) and SEEN (Statewide Extension Education Network) which provide credit and noncredit courses to over 100 locations in the State. For information about ETN programs contact your County Agent or the Madison Registration Office—ETN, 101 Extension Building, 432 North Lake Street, Madison, Wisconsin 53706. In addition, most of the universities have extensive instructional technology centers that will provide consultant services to schools. Eighteen private colleges and universities also provide similar services.

The Wisconsin Board of Vocational, Technical and Adult Education operates sixteen districts providing instruction to all areas of the state. All of the districts have libraries and provide audiovisual services to teachers and students within their institution. Arrangements can usually be made for reasonable access to their collections and expertise.

V. INSTRUCTIONAL MEDIA PROGRAM: DISTRICT LEVEL

The overall purpose of the district media program is to promote the effective use of media by the students, administration, and instructional staff so that the educational objectives of the school district can be accomplished. Programs which are cooperatively planned and staffed can insure a wise expenditure of funds and effective use of manpower while still honoring the inherent right to the individual school to develop its own instructional media program.

There are 436 school districts in the State of Wisconsin with a student population varying in size from several hundred to over 100,000. Of these districts, 70% have a total student population under 2000. No matter what the school district population, every student is entitled to *equal* access to an effective instructional media program. How the elements of an effective media program are provided may vary from district to district. However, the following are elements of a district level media program which can be identified as essential:

A. District Level Coordinator

As stated in Section j, the Administrative Rule, Section 121.02, *"a Department certificated person in library/media field shall be designated to provide direction and coordination for the district's library/media program."* Every school district, regardless of size, must designate at least one DPI certificated instructional media professional to provide leadership for the development of media services for the district's individual schools. Where appropriate, that person is also responsible for the development of services from the district media center. The school district should provide the time to implement those services.

Responsibilities of this position include:

1. development and coordination of an effective instructional media program based on an analysis of the philosophy, goals and objectives of the school district;
2. leadership in all aspects of the district media program including instructional development, media design and production, budgeting, facility development, program planning, and delegation of responsibilities to appropriate personnel;
3. participation as a member of the district superintendent's governing committees or councils for curriculum and instruction;
4. coordination of the district media program with the total educational program and other informational services within the community;
5. development, computation, and evaluation of the district level long-range plan for media services;
6. planning and coordination of the ongoing evaluation of the school district instructional media program;
7. providing assistance in the development of school media projects within the Elementary and Secondary Education Act Title IV and other federal or state funding sources;
8. serving as a liaison with the DPI Bureau of School Library Media Programs.

B. Long-Range Plan

As stated in Section j, *"There shall be on file a written school board approved long-range plan for media services development formulated by students, teachers, library and audiovisual personnel and administrators."* Every school district, regardless of size, must develop a written long-range plan for a district media program in support of the goals and

objectives of the school district. The plan will include the following:

1. the philosophy of the district educational media program;
2. an organizational pattern, job descriptions and distribution of professional and supportive media personnel;
3. appropriate development, allocation, utilization, and evaluation of media expenditures;
4. appropriate development, allocation, utilization, and evaluation of the media collection and the equipment necessary for its use;
5. the development of policies concerning such basic media procedures as: purchasing, inventory, copying (copyright);
6. an analysis of present school district media facilities and a recommendation for future remodeling and/or construction;
7. development and description of the district media skills curriculum;
8. a procedure for implementation of the district media program within the school district;
9. the development of public policies concerning accessibility, appropriateness, and utilization of materials and facilities by the general public;
10. guidelines for the interpretation of the district media program to the community;
11. the development of policies concerning regional interlibrary cooperation;
12. the selection policy for all print and audiovisual materials and equipment, including procedures for handling challenged materials.

The Long-Range Plan should be constructed so as to show systematic growth over an extended period of time and to allow for adjustments in the Plan as the need arises. It is recommended that the DPI publication, *Planning for Instructional Media Programs 1977-82*, be utilized as a reference in the development of the Plan.

C. District Level Instructional Media Services

Media services should be made available to each of the schools in the district in a form suitable to the size, structure, and objectives of the district and coordinated by the director of District Instructional Media Programs. The district media program may provide:

1. a planned inservice program to meet staff needs presented by the Director of District Media Programs, or other qualified media professionals;
2. consulting services to provide building level personnel with assistance in meeting situations and conditions that arise in the daily process of providing school media services;
3. processing services that utilize a logical, unified method for cataloging and for preparing school media for use;
4. services to provide coordination of budgeting and ordering procedures;
5. instructional design and production services to produce school media not readily available nor economically feasible for purchase from commercial sources;
6. services to provide systematic maintenance and repair of equipment and resources and adequate supplies of appropriate items such as replacement lamps, cords, etc.;
7. closed circuit television services;
8. professional materials collection;
9. duplicating services (print and audiovisual);
10. film, video and audio tape distribution;
11. preview of new instructional resources;
12. access to or loan of material and equipment that are expensive or infrequently used.

Specific descriptions of facilities, budget, staff, and collections to provide these services are more fully detailed in *Media Programs: District and School*. A school district has the responsibility to budget and staff appropriately so as that the previously listed services are available to all schools. Regional media services through the CESA may be appropriate for some services and should be coordinated through the District Instructional Media Program.

VI. INSTRUCTIONAL MEDIA PROGRAM: BUILDING LEVEL

The instructional media program at the building level exists as a service oriented function of the school. Its purpose is to provide an outreach program designed to implement today's educational philosophy which recognizes an educated individual as one who has learned how to learn. To create an educational environment, schools must strive to develop comprehensive systems that meet the needs of students of differing abilities, backgrounds, and interests, enabling them to both adjust to and influence the changing society in

which they live. Instructional programs which reflect this philosophy will offer essential services and resources to facilitate learning for students, support the instructional process, and support the curricular needs of the user.

Within the 430 school districts in Wisconsin there are over 2300 individual school buildings that vary greatly in total enrollments. The opportunity for involvement in an effective instructional media program should be made available to all students. Elements of an effective building level media program must include adequate services, staffing, collections, facilities and budget to meet user needs.

121.02(1)(i) administrative rule states that *"All students in grades K-8 shall be provided with library/media services performed by or under the supervision of Department certificated library and audiovisual personnel. All students in grades 7-12 shall be provided with library media services performed by Department certificated library and audiovisual personnel."*

As this indicates, all students shall benefit from the service of professional media personnel. Every attempt should be made within the district to provide *equal* opportunities for students in *every* building. This requires careful planning, organization, and distribution of services and staff to insure such services will be available regardless of the size, location or physical condition of the building itself.

A. Building Level Instructional Media Services

An effective instructional media program at the building level should offer consultation, instruction, accessibility of resources, reference, and production services to all users. Given the staffing pattern, collection, and budget allocation recommended in this document, the following should be provided by every media program:

For students:

- a coordinated media center program which insures K-12 continuity of philosophy, objectives, instruction, and activities;
- professional guidance in developing reading, listening, and viewing skills;
- attractive surroundings which encourage self-exploration through such means as displays, learning stations, and interest centers;
- a facility which provides an atmosphere for individual, small and large group inquiry;
- opportunities for creative self-expression through research, listening, viewing, creating;
- instruction in instructional media skills;
- access to all instructional media through a centralized card catalog;
- systematically organized materials to allow for independent use;
- materials of varying formats and levels of difficulty on a wide variety of subjects;
- instruction in the use of basic media equipment, as well as production facilities;
- technical assistance in producing materials, such as slides, filmstrips, and transparencies;
- equipment for group and individual access to materials;
- flexible scheduling so that students can have access to media center as often as needed without a weekly schedule of required attendance;
- access to facility, adequately staffed, before, during and after school hours;
- circulation procedures, designed to meet user needs, which impose minimal restrictions and encourage maximum use of the collection during normal school hours as well as during holidays and vacation hours;
- access to and an introduction to materials and library services available in the geographical area, but outside the building media center, through loans from other schools, district level, public library, universities, special agencies;
- access to information available from within the community, such as resource people.

Every media center should provide to faculty and administration:

- a coordinated media center program which insures K-12 continuity of philosophy, objectives, instruction, and activities;
- inservice training sessions in areas which include equipment selection and use, as well as the selection, utilization, design and production of materials;
- assistance in the development of learning strategies and resources for individual students or classes;
- professional input in grade level, subject level, and curriculum committee strategies and program development;
- opportunities for input into media center objectives, policies and procedures, appropriate statistical data relating to the media program in areas including, but not limited to, inventories, budget, collection, and user needs, reference and information services.

- current interest articles, books and other materials in the field of education through a professional collection;
- opportunities for maximum involvement in the development of media center policies and in evaluation and selection of materials;
- assistance in the selection of existing materials for class use;
- professional sources for materials selection;
- centralized, organized collection of materials and equipment for classroom and professional use which are easily accessible;
- information about new acquisitions and services;
- a facility which provides an atmosphere for individual, large group, and small group inquiry;
- a facility which includes the provision for instructional development and production, with necessary materials;
- provision for media staff production of audiovisual materials.

Every media center should provide to the community:

Community interest in media center programs should be encouraged. Every media program staff should provide information to the community on a regular basis about the school media program which includes its philosophy, goals and objectives, policies and activities. A plan to provide this information should be developed and should include types of informational items, time sequence of activities, identification of potential audiences, and strategies for implementation of the plan.

B. Building Level Staff

1. PROFESSIONAL STAFF

As the statute (120.02) indicates, all students, regardless of the size of the enrollment of the building, must be provided with adequate and appropriate certified professional staff to meet the needs of the user-oriented media program. This staff should possess good human relations skills, exhibit leadership qualities and demonstrate administrative ability. The quality of every instructional media program is directly related to its staff. The effectiveness of the program is dependent upon the skills, attitudes, and knowledge of the people providing its program of services. Thus, the instructional media program will only be as strong as the staff responsible for its operation.

Media staff must include personnel with a broad range of preparation and skills. Both professional and supportive personnel are essential. A unified program (AV and library) of school building media services requires that a professional media specialist be placed in charge and have responsibility for developing a comprehensive program. When two or more persons are employed at the same level of operations, the one in charge has responsibility for the administration and management of the program. S/he needs competencies in both the library and audiovisual areas, as well as in the fields of learning theory, curriculum, instruction, communication, administration, research, and instructional development.

When size of school and extent of program services dictate more than one person at the building level, special competencies in areas such as reference, cataloging, television, public relations, media production, equipment, etc. should be considered when hiring in order to develop a balanced professional staff to meet user needs.

An instructional media specialist, like the teacher in the classroom, can only work with a reasonable number of students if effective services are to be maintained. Increasing those student numbers will result in a marked degradation of services. A recommended level of staffing that meets user needs, based upon examples of effective media programs and providing necessary media services, would result in the following:

Number of Students	Media Specialists (FTE*)	Clerical Aides	Technical Aides
Under 300	1/2	1	0
300 - 499	1	1	1
500 - 749	2	2	1
750 - 999	3	2	2
1000 - 1299	4	2	2
1300 - 1649	5	3	3
1650 - Up	5	4	3

*Full Time Equivalent

The professional media staff will adequately provide the building instructional media services previously identified and will:

a. provide leadership in all aspects of the building level school media program;

b. participate as a member of building level planning and curriculum committees, including providing the following specific curricular services:

- introduce and publicize instructional media of special interest;
- instruct individuals and groups in the method of inquiry;
- instruct students and staff in the use of audiovisual and production equipment;
- evaluate and select media in cooperation with students and staff;
- weed obsolete and worn-out materials on a regular basis;
- inform and encourage building staff to utilize available local and regional media resources.

c. develop and coordinate an effective building instructional media program based on an analysis of the goals and objectives of the district media program, including the following specific services:

- supervise, schedule, and train support staff;
- establish policies and procedures for effective utilization of materials, resources, and staff;
- implement the building instructional media budget(s);
- develop positive public relation strategies;
- serve as a resource consultant for departmental and subject area specialists;
- supply current statistical data to the district media director as required;
- conduct inservice programs for building faculty and administration as needed;
- cooperate and consult with district or regional media directors;
- prepare regular progress reports;
- acquire and organize media;
- supervise circulation of materials and equipment;
- implement utilization of community resources;
- maintain contacts with sales representatives in the instructional media field;
- select and arrange furnishings and equipment;
- participate in regular department meetings;
- coordinate the development and implementation of an effective selection policy;
- maintain an effective working relationship with building and district reading specialists;
- maintain special collections, space and equipment, where applicable, for federal, state or local special projects;
- assist in development of local copying policy.

d. plan and coordinate an ongoing evaluation of the building instructional media program including evaluation of accessibility of materials, budget expenditures, quality of production, services provided by school media staff, etc.

e. provide for a warm, friendly learning atmosphere conducive to a variety of learning styles.

2. SUPPORT STAFF

An effective media program is one that allows the professional media staff to utilize the major portion of their time in direct contact with the user and to provide user services and materials on a continuing and satisfactory basis throughout the school year. It is not a program which utilizes its professionals in performing those clerical and technical duties that keep them away from such direct contact with administrators, teachers, students and other school instructional media users. It is, therefore, absolutely essential to the appropriate development of an effective media program that careful analysis of clerical and technical needs be performed and that those personnel be considered essential to that program's operation. An adequate support staff makes possible the most efficient and economical use of professional time and talent.

Media support staff include both media technicians and media aides:

Instructional Media Technicians are support personnel who have special training in graphics, information and materials processing, information retrieval, photographic production, and/or operation and maintenance of audiovisual and television equipment. Tasks of these support positions reflect the needs and requirements of each specific job. The degree and complexity of each media technician's responsibilities will vary with each district. As an effective media program grows in meeting user demands, the need for such technicians will become evident and the job description should reflect those user needs.

The major differentiation between the professional and technical support staff is one of decision making. Technical support staff follow through on the decisions made by the professional staff in areas such as requested resources and equipment, policies of operation, facilities arrangement, operational procedures, instructional development, etc. Technical support staff work under the direct supervision of the professionally trained instructional media specialists.

Instructional Media Aides are support personnel who perform clerical and secretarial tasks in the acquisition, maintenance, inventory, circulation,

production and utilization of media materials and equipment. Some examples of tasks performed by instructional media aides include:

1. operation of equipment
2. assisting in the preparation of audiovisual instructional materials
3. ordering films upon request
4. checking in and out of AV equipment
5. shelving equipment and software
6. inventory supplies and equipment
7. assisting in taping center
8. assisting in viewing center
9. assisting in listening center
10. assisting in carrels
11. assisting in locating materials and equipment
12. assisting pupils in programmed learning
13. assisting director with inservice workshops
14. assisting in television production
15. maintenance of picture file
16. supervision of individual pupils in using equipment
17. recording circulation statistics
18. shelving books
19. reading shelves and files
20. repairing torn books
21. typing bibliographies
22. checking books in and out
23. assistance to pupils and teachers in locating materials
24. inventorying materials
25. listing new materials
26. typing and filing catalog cards
27. processing materials
28. assistance with story hour
29. assembling materials for classroom use
30. keeping center in general order
31. supervising seminar areas within school policy
32. supervising reading within school policy
33. assuming responsibility for opening or closing center.

The services offered by the IMC will determine the type and level of supportive staff needed. It is recommended that at least *one clerical or technical aide be provided for every professional staff member or equivalency*. A ratio of two supporting positions to each professional should be considered, depending on the level of services provided.

C. Budget

Every media program needs an adequate budget if it is to meet the needs of its users. An adequate budget is one that will not only sustain an existing program, but one that will allow for the development of resources and services which reflect additional requests and curricular changes. It provides for flexibility in expenditures to achieve balanced collections based upon district and individual school program demands. And, most importantly, the budget identifies program objectives that are to be met as an integral part of the media program long-range plan.

The media budget should be prepared in such a way as to give evidence of current need and justification for expenditures. In this way the budget reflects actual not previous, needs. It becomes more realistic, more defensible, and more responsive to program development.

It is apparent, however, that, even with budget preparation based upon local needs, there is a recommended level of support which when adhered to, will provide the funds necessary to maintain a media program that is responsive, current, and reflective of user needs. Current research indicates that instructional materials structure between 90%-95% of classroom teaching learning experiences.[2] With that amount of involvement by students with educational resources, it is imperative that those resources be up-to-date, accurate, appropriate to the variety of learning levels, unbiased and nonstereotypic. Equipment attendant to those materials must also be available in quantities to satisfy at least 85% of the initial user requests.

In order to insure an adequate level of support for the most basic of educational media resources, it is recommended that at least 2% of the average per pupil operating cost (PPOC) for the state of Wisconsin, or the local school district, whichever is greater, be budgeted for the educational media program. PPOC includes the cost of administration, instruction, attendance services, health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges, computed on the average daily attendance. The DPI Bureau of School Library Media Programs will provide the state average PPOC upon request.

The budget will include instructional resources (print and nonprint); reference materials; periodicals and newspapers; equipment acquisition, replacement and repair; supplies; production materials; and film rental. It does not include funds for textbooks, salaries, delivery systems, furniture, special laboratory equipment, security and insurance costs.

The 2% of the PPOC also does not include special needs, initiation of new programs, common school

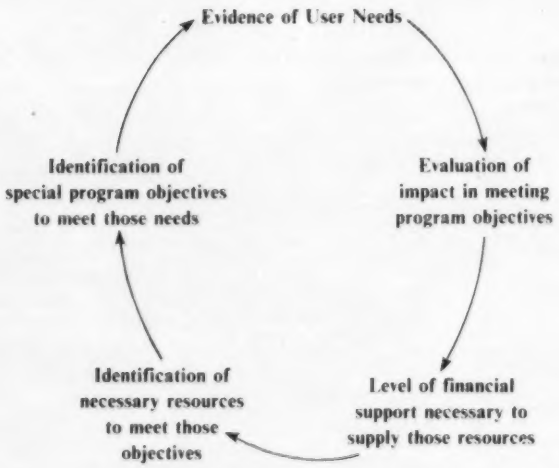
[2] "One Per Cent Is Not Enough", EPIEGRAM, May 1, 1976, p. 1

fund monies, or any federal funds, such as Elementary and Secondary Education Act (ESEA) Title IV. Funds for initial collections of equipment and materials for newly established media programs should be provided from capital outlay, not from this recommended amount which is designed to maintain an effective media program.

School instructional programs which reflect an emphasis on the use of instructional materials and equipment in meeting individual needs will need to have their media program budget reflect that educational philosophy. This will mean exceeding the 2% minimum level.

The appropriate level of funding within the overall 2% that will be provided for support of the district and/or CESA level media programs shall be determined locally. That level will be based on identified program needs that can best be met by the district or CESA media service.

CONTINUOUS BUDGET DEVELOPMENT PROCESS


Evidence of User Needs
Evaluation of impact in meeting program objectives
Level of financial support necessary to supply those resources
Identification of necessary resources to meet those objectives
Identification of special program objectives to meet those needs

D. Collection

(j)..All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.

The school should provide a print and audiovisual collection whose currency, variety and scope are limited only by the program of the school and the abilities, interests, curiosity, and imagination of the users.

The materials should be chosen in accordance with the written and board-approved selection policy. Students, faculty, and administration should participate in the selection process. A current collection of 14,000 to 16,000 items or 40 items per user, whichever is greater, is recommended to meet the demands placed upon an effective media program. Meeting 85-90% of user requests should assist in determining the quantity and variety of the collection.

Consideration should be given to integration of print and audiovisual materials in the shelving of the collection. All formats of materials should be integrated in the card catalog.

A collection that contains many items that are no longer usable for reasons of age, inaccurate or outdated information, depict role stereotypes, etc., presents a misrepresentation of the value of that collection. In addition to wasting valuable shelf space, time in inventorying, and user's time in selecting appropriate resources, it gives the false impression of an adequate collection when that collection is presented in number of items alone. Therefore, the collection should be kept current through a systematic process of weeding. Criteria for such weeding should be developed by the media staff and may be included in the selection policy or attached to it.

Those districts desiring specific recommended quantities of specific items to be included should refer to *Media Programs: District and School.*

E. Centralized Processing of Materials

Centralized processing of all learning resources is desirable for every program. Centralized processing includes purchasing, cataloging and classification, technical processing, maintenance and distribution of materials. It may be established at the district level, or may be accomplished by contracting with a larger service such as a CESA agency, public library or by utilizing commercial sources.

Benefits of centralized processing include: releases professional personnel in the IMC to work with teachers and students; eliminates costly duplication of professional and nonprofessional staff; promotes coordinated storage and utilization of print and audiovisual resources; provides uniformity and con-

tinuity in classification and subject headings throughout the school district; utilizes the professional skills of the cataloger and the clerical staff economically and efficiently; eliminates costly duplication of bibliographic tools; reduces unit cost of cataloging; and provides union catalogs of district holdings.

F. Security

In a climate of increasing costs due to inflation it becomes imperative that greatest use possible be made of IMC resources. To insure that these materials and equipment are readily available when needed throughout normal life expectancy, it is necessary to provide effective security measures to prevent loss and vandalism while allowing maximum user accessibility. An effective school media program must provide short and long range plans to deal with the issues of security.

All materials, print and audiovisual, should be appropriately identified with the district and school name. Audiovisual equipment should have the serial number recorded when purchased. It should then be engraved with an electric engraver with the district and building name, and/or a number provided by and registered with the local law enforcement agency. Such engraving should be done in two locations on the equipment; one obvious, one not obvious. As a further measure, district initials should be painted on the equipment in bright indelible ink. Equipment located permanently in carrels, rooms, or on stands should be mounted with appropriate security devices to prevent their loss.

For information regarding Project Identification, contact your local or county law enforcement agency. This national project can be an effective security measure for schools.

G. Facilities

Space must be provided and functional areas must be created to accommodate the resources and services of the media program. The space requirements for school media centers depend upon the organizational pattern of the instructional program and the school's commitment to the media services program. The media center should be designed as a place where students and teachers go, not only for the materials with which to learn, but also for the experiences in learning. It is also important that the facility allows information and services to flow easily between the media center and its users.

A complete building media service area should include: 1) space for reading, listening, and viewing; 2) areas for conferences; 3) areas for individual study and larger group activities; 4) processing and maintenance of materials; 5) professional offices; 6) area for design and production of audiovisual materials which may include photographic darkroom and/or television facility; 7) areas for typing and tape recording; 8) space for shelving of books, periodicals, and audiovisual materials; and 9) storage, maintenance and minor repair of equipment. It is essential, however, that those areas in a media facility be flexibly designed in order to accommodate changes which might occur in other teaching/learning areas and in order to be adaptable to new technological developments. (For guidelines of facility, organization and construction, see *Media Programs: District and School*, 1975, Chapter 7, pp. 92-104.) Examples of good facilities and consultative assistance are available from the Department of Public Instruction's Bureau of School Library Media Programs.

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APPENDIX A
Wisconsin Department of Public Instruction
Bureau of School Library Media Programs

The purpose of the Bureau of School Library Media Programs is to maximize the effectiveness of educational media programs in meeting user needs in all schools of Wisconsin. Fulfillment of this purpose comes through the following functions: leadership, consultation, supervision. Broad objectives for each of these functions follow.

CONSULTATION

- Evaluation of existing media programs.
- Promotion of appropriate budgetary practices for the development and support of media programs.
- Identification and dissemination of promising media programs and practices, including those with media specialization.
- Promotion of effective utilization of instructional materials.
- Promotion of effective utilization of broadcast educational television and radio.
- Assistance in development of school media policies including:
  - A. selection of materials and equipment
  - B. censorship
  - C. copyright
  - D. long range plan
- Technical assistance in federal proposal writing.
- Assistance in designing or remodeling media center facilities.

LEADERSHIP

- Establishment of statewide priorities, objectives, long-range plans.
- Development and interpretation of recommended standards for school media programs.
- Compilation and dissemination of statistics related to school media programs.
- Promotion and development of pertinent research.
- Initiation of strategies for schools in dealing with problems of censorship.
- Initiation and promotion of continuing education programs.
- Development and encouragement of systematic public information programs at state and local levels.
- Promotion of media and technology development through articles, publications, and media presentations.
- Participation in the planning and promotion of activities of professional media organizations and other education organizations on a state and national level.

SUPERVISION

- Development and interpretation of mandatory policies and standards.
- Assistance in implementation of Section 121.02(j).
- Establishment of certification requirements.
- Evaluation and approval of library science, audio-visual, and teacher education programs in public and private colleges and universities.
- Development and participation in continuing education activities, including:
  - A. regional workshops
  - B. institutes
  - C. ETN programs
  - D. professional association conferences
- Review and approval of ESEA IV-B project proposals in media.
- On-site review of ESEA IV-B and IV-C projects in media.
- Assistance in the administration of the Common School Fund.

Department of Public Instruction
Division of Library Services
7-11-77

APPENDIX B
CESA Media Services Available

SERVICE / CESA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Special Education Instructional Materials Center	X	X	X	X	X	X	X	X	?		X	X	X	X	X		X	X	X
Regular Education Instructional Materials Center	#	#	#			#	#				X	X	X	X	#				
AV Equipment Repair Service			X			X		X		X	X	X	X	X		?	X		?
Truck Delivery Service			X		X	X					X		X	X					?
16mm Film Library	#	#							#	#		X	X	#		X			
Audio Cassette Duplicating Service	?		X			X					X		X	X		X		X	X
AV Materials Production Service						X	X		#		#	#	X	X					
AV Consultant Service									#	X		X		#					#
Cooperative Purchase of AV Equipment			#				X			#	X	X	X	X	X	X	X		X
AV Inservice Program							X		#		X	#		X					X
Library Book Processing											X								
AV Equipment Available for Loan			#			X					X	#	X	X					
Audio and Video Tape Cooperative Purchasing			X							X	X	X	X	X	X	X	X		X
Filmstrip Cleaning Equipment			X								X	X		X					
Microfilm Service	X			X		X					X	X	X	X	X	X	X		
TV Utilization Consultant Regional Broadcast Instruction Council	X				X		X		X		X				X				X

X=Providing Service
#=Limited Service
?=Planned Service

APPENDIX C

The Regional Broadcast Instruction Councils include:

CHANNEL 10 AREA
Southeastern Wisconsin In-school Telecommunications
(SEWIST)
c/o CESA No. 19
9722 Watertown Plank Road
Milwaukee, Wisconsin 53226
Telephone: (414) 257-5391

Milwaukee Public Schools
Instructional Television Fixed Service
(ITFS) CHANNEL 11
Instructional Resources
Post Office Drawer 10-K
Milwaukee, Wisconsin 53201
Telephone: (414) 475-8143

Milwaukee Archdiocese
Instructional Television Fixed Service
(ITFS)
12666 West Beloit Road
New Berlin, Wisconsin 53151
Telephone: (414) 425-7820

CHANNEL 20 AREA
Regional Broadcast Instruction Council 20
(RIB-20)
c/o CESA No. 7
801 Hy 10 West
Stevens Point, Wisconsin 54481
Telephone: (715) 346-3151

CHANNEL 21 AREA
Southern Wisconsin Educational Communications Service
(SWECS)
c/o CESA No. 15
545 West Dayton Street
Madison, Wisconsin 53703
Telephone: (608) 266-8454

CHANNEL 28 AREA
Northwest Instruction Broadcast Service
(NIBS)
Communications Center
University of Wisconsin—Stout
800 Broadway Street
Menomonie, Wisconsin 54751
Telephone: (715) 232-1627

CHANNEL 31 AREA
Western Wisconsin Broadcast Instruction Council
(WWBIC)
c/o CESA No. 11
205 Main Street
Onalaska, Wisconsin 54650
Telephone: (608) 783-5641

CHANNEL 36/8 AREA
Lake Superior Broadcast Instruction Council
(LSBIC)
c/o CESA No. 1
502 West Second Street, Box 439
Ashland, Wisconsin 54806
Telephone: (715) 682-2316

CHANNEL 38 AREA
Northeastern Wisconsin In-school Telecommunications
(NEWIST)
Instructional Services Building
University of Wisconsin—Green Bay
Green Bay, Wisconsin 54302
Telephone: (414) 465-2599

The address of Wisconsin Educational Radio and TV Networks is:

Educational Communications Board
732 North Midvale Boulevard
Madison, Wisconsin 53705
Telephone: (608) 266-8418

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